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ABSTRACT

One strategy Kenyan educational authorities adopted in their search for the most effective, efficient, and economical system of updating inservice teachers, without taking them away from their jobs, was the Teacher Advisory Centre (TAC) concept. A study evaluated the extent to which 13 of 43 TACs in Kenya have fulfilled their prescribed objectives. Findings, based on questionnaires, interviews, and self observation of teachers who used the centre, centre tutors, primary school inspectors, and selected community members, show that most teachers had not been to the centres and that most community members did not know the centres existed. TACs also seem to have failed to integrate matters of curriculum development. Recommendations identify needs to: (1) publicize the centres' existence; (2) improve the quality of TAC tutors; (3) analyze administrative and monetary problems; (4) develop clearer guidelines for centre material preparation; and (5) modify objectives and functions of TACs. Questionnaires and interview questions are appended. (JMK)

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ESTHER A. ODEDE:

THE ROLE OF THE TEACHERS ADVISORY CENTRES IN THE QUALITATIVE IMPROVEMENT OF TEACHER EDUCATION IN KENYA

1982

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ACO Project
GTZ, Att. Peter Sachsenmeier
PO Box 54845, Nairobi

This research project was undertaken as part of a training programme jointly organised on behalf of the African Curriculum Organisation (ACO) by the Kenya Institute of Education (KIE), the University of Nairobi, and the German Agency for Technical Cooperation (GTZ).

THE ROLE OF THE TEACHERS ADVISORY CENTRES IN THE QUALITATIVE IMPROVEMENT OF TEACHER EDUCATION IN KENYA

BY

ESTHER A. ODEDE

B.ED. UNIVERSITY OF NAIROBI

SUBMITTED IN PARTIAL FULFILMENT OF THE REQUIREMENTS OF THE POST GRADUATE DIPLOMA IN CURRICULUM DEVELOPMENT

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This Research Project was undertaken as part of a training programme jointly organised on behalf of African Curriculum Organization (ACO) by the Kenya Institute of Education (KIE), the University of Nairobi and German Agency for Technical Co-operation (GTZ).

This Research Paper is dedicated to Simon

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CHAPTER I

BACKGROUND

The erronous belief which assumes that schooling provided everybody who go through it with all the knowledge and skills required to meet all their occupational needs for the rest of their lives is no longer valid in a rapidly developing socio-economic environment. The emphasis on educational innovation to meet societal and individual needs goes to support the concept of life-long education which demands going through the process of education throughout one's life. It thus goes without saying that education starts from birth and ends with death.

The concept of life long education also goes to support the fact that a changing world required constant review of content and approach in patterns and styles of education. To relate these views to the Kenyan situation, will give credence to the concept. At independence, there was an increased need for educating the Africans to take jobs which were previously held by the Europeans. In this context, education became a means of acquiring the skills needed for job replacement.

This objective succeeded more in areas of administrative skills and in generalist academic manpower demands but less so in the professional and/or technical manpower needs. Hence the post independence educational efforts have tended to create a manpower development structure which is comparatively deficient in vital skills and related professional competence.

The priority in Kenya today is need for a well planned educational system and its evaluatory framework relative to social changes and demands. The educational system in Kenya should therefore be planned in such a way as to cater for the socio-economic and environmental growth and to meet the appropriate needs of the individual

learners. In order to fulfil the function of Education, education planners and administrators should aim at providing an educational system aiming at providing technologies and marketable skills, suitable attitudes, and skills relevant to rural and urban development.

All these requirements of educational programmes can be physically put into practice in a suitable school environment. In this context teachers play a substansive role. In order to cope with these educational objectives and demands, the teachers, whose role is to translate educational aims in classroom situations should be professionally trained and continuously updated through inservice courses, seminars, workshops, correspondence course, radio and television programmes, in addition to making use of Learning Resource Centres such as libraries, archives, Teacher Advisory Centres, Research Development Centres.

TEACHER UPDATING PROGRAMMES IN KENYA

Education in Kenya has been expanding rapidly at Primary, Secondary and tertiary levels. At the primary levels, for instance, enrolment rose from 781,295 to 3,232,000 in 1960 and 1978 respectively.(1) This expansion is characterised by the rapidly increasing pupil population, particulary since the introduction of universal and free primary schooling. Before the introduction of free primary education, there were 379, 370 pupils in Std.1 in 1973. Free and universal education introduced in 1974 brought in its wake a total enrolment in Std.1 of 955, 844(2) pupils. This

(1) UNESCO statistics yearbook, 1980

(2) Educational Trends 1973 - 1977, Nairobi page 29

represented an increase of over 250% in Std.1 enrolment. This rapid enrolment expansion has brought about a great demand for qualified teachers. It is obvious that the seventeen Teacher Training Colleges cannot supply enough qualified teachers to meet the educational challenge. The staff shortage has made it impertative for the government to resort to the recruitment of untrained teachers. Today one fifth of Kenya Primary School teachers are untrained. This number has increased with the new policy that one has to teach in a primary school for at least one year inorder to seek admission into a Teacher Training College for pre-service training.

Consequent on the problem of shortage of qualified teachers the NCEOP,(3) under the chairmanship of the late Peter Gachathi, published in 1976, recommended, among others, the re-examination of the structure and strength of updating programmes for primary school teachers.

This move was intended to cater for the professional and academic needs of both trained and untrained teachers and also to look into areas of administrative competence, particularly for the headteachers.

In 1978, the committee, under the chairmanship of L.A. Lijembe, went further to work out strategies on how to phase out the existing untrained teachers through inservice training programmes. The committee observed that untrained teachers cannot compare with the professionally trained ones in teaching competence. The latter have acquired certain teaching knowledge and skills that place them in higher positions of self-assurance and dignity.

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(3) The Gachathi Report.

Despite this advantage it becomes clear that inorder to cope with the complexity and changing nature of education, trained teachers are expected to go through updating educational programmes, to acquire new professional skills and competences throughout their career.

As observed earlier, teacher supply by the training institutions cannot meet the present demand. Moreover the residential pre-service training of teachers is known to be very expensive and time consuming. The new approach towards finding solutions to this problem is a move to update teachers while in full employment by way of crash programmes on short courses such as seminars, workshops etc, and in addition they could be engaged in distance training programmes. Similarly, Teacher Advisory Centres and/or Learning Resource Centres have been seen to offer inputs for the updating of serving teachers throughout the country. Serving teachers are required to make use of resources which provide them the opportunity to share views with fellow teachers. All these channels open to teachers are intended for the qualitative growth of the teaching force. These innovations in teacher education when administered efficiently, can prove to be more effective at this time of human resources crisis in Primary Schools, which has not made it possible for teachers to be released for courses taking longer times. Locally organised updating programmes as opposed to overseas training programmes tend to be more relevant because they utilize local resources, emphasize on local priorities by exposing teachers to observable day to day rural school programmes.

Faced as we are with an economic crisis and a financial squeeze, the available resources must be used in the most economical way possible as to yield maximum return, i.e. the allocation of educational funds should go to

matters that have greater promise in terms of maximum cost effectiveness. The answer to this question calls for the existence of a competent machinery at both planning and implementation levels. Thus the production of competent manpower force in educational systems should not be left solely in the hands of formal schools and colleges as Kinyanjui and Gitau say:

> "The monetary and human resources simply will not be available to allow such expansions to take place by means of traditional school, classroom and teachers using traditional methods of instruction. New methods and modern techniques will have to be employed in order to enable existing resources to serve much larger audiences. It will be necessary to update and retrain teachers and other workers without removing them from their places of work.(4)

Consequently some of the strategic training programmes which have been identified for further and continuous training of teachers are as follows:

a) Adult education programmes
b) Crash inservice training programmes
c) Radio and television educational programmes
d) Correspondence courses
e) Learning Resource Centres and
f) Teacher Advisory Centres.

BACKGROUND OF THE TEACHER ADVISORY CENTRES (TACs)

One of the strategies Kenyan Educational authorities adopted in their search for the most effective and

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(4) Kinyanjui and Gitau - Distance teaching and mess Education in Kenya page 64.

efficient yet economical system of updating serving teachers, without taking them away from their jobs and at minimum cost, was the Teachers Advisory centre and the Learning Resource Centres concepts. This concept was adopted for trial implementation in 1970. As has been understood, the following tasks were intended to be carried out by the TACs.

a) to function as inservice training centres for both untrained and trained teachers.

b) to function as feedback and dissemination centres.

c) to function as locally based research centres.

d) to function as research centres in primary schools method of teaching.

e) to function as educational guidance and counselling centres.

f) to act as receiving centres for material from various agencies such as SEPU, VOK, KIE, etc.

g) to function as centres for teachers to meet and share professional views.

h) to provide workshops for the production of teaching materials and aids.

i) the TACs which are established in Teachers Colleges if well utilized help to expose student teachers to what goes on in primary schools and how to utilize the TACs when finally they go out to teach.

Since the approval was given for formation, the initial TACs were established at Siriba in 1971, at Kagumo in 1971 and at Machakos in 1972. There are now a total of 43 TACs distributed throughout districts and divisions of Kenya.

Apart from establishing TACs, located at central points in districts and divisions, each to serve a nucleus of

schools, Learning Resource Centres have also been established in the Primary Teachers Training Colleges. Nothing much can be said about LRC, since most of them were still under construction when this study was undertaken. However, the objectives for creating learning resource centres in teachers training colleges are spelt out as follows:

Objectives of LRC

1. Intended to be instrumental in the qualitative improvement of both teacher education and Primary Education.
2. An aim at pre-service students in Teacher Training Colleges.
3. Act as a receipient of educational input in areas of Educational practice and teaching methodology within the colleges.
4. Act as a consulting centre in areas of learning and studying.
5. To provide a local/Home made learning resource centralization and storage house.
6. The LRC will be expected to develop close relationship with TACs in their areas in order to create a new dynamism in these centres and to provide a strong link within KIE and the schools.
7. To enable a graduate of teacher's college to have the skills to identify, acquire and organise resources and to promote the use of learning resources in his own environment.

Since the establishment of the initial or Pilot TAC in 1971 at Siriba no formative and/or summative evaluation has been made as to how well the TACs are accomplishing objectives for which they were put in places. However, a number of reports and minutes have been written by

school inspectors and the TAC tutors at provincial, district and divisional levels, regarding the Primary School system and also their shortcomings and problems they are faced with. Some of these reports touch on the actual tasks taken on by the TACs in areas such as innovating and adopting the new ideas, dissemination of the new ideas, designing and making audio-visual aids, inservicing teachers in order to cope with problems of subject matter at zonal and divisional levels; organising subject panels, CPE Mock examination at district and/or divisional level; and the organisation of demonstration lessons whenever a problem and/or a change has been spotted out within a particular subject. It is, however, conceived that some of these activities have not been completely fulfilled because of various factors, which indeed constitute the reason for undertaking this study. Thus the following questions should be treated as the core of this study:

a) Are the centres achieving the objectives they were set for?

b) Are the objectives prescribed to the TACs in line with the professional organisation and technical competencies of their personnel?

c) To what extent do the centres take part in questions of curriculum development?

d) Are the TACs day to day activities in line with the objectives prescribed for them?

e) What problem do TACs face as resource centres of professional responsibilities in educational media?

PURPOSE OF THE STUDY

In order to answer these and other related questions, this study aims at evaluation the contribution of the Teacher Advisory Centres in Teacher Education in Kenya. Although the findings from this study might not have

been derived from the actual examination of all the centres throughout the republic, it is hoped that at least the findings will expose certain problems that are being experienced by almost all the TACs and particularly the TACs in the rural areas. The study also attempts to suggest ways and means of solving and/or minimizing these problems for the sake of qualitative improvement of Teacher Education in Kenya. In short therefore this study aims at answering the questions that are raised in the preceding paragraph. The writer mentioned that there should be a continual evaluatory assessment of the functions of the TACs in order to enable the relevant authorities to take some active and positive measures in making sure that the prescribed objectives for the TACs are fulfilled. It should, howver, be understood that this paper does not claim absolutism in solving the problems of the TACs. Contrary to the above, the study aims at an attempt to answer questions that have been identified in this study by way of examining and evaluating among others:

a) Access to and available materials and the services rendered to teachers.

b) Adequate materials and facilities of the centres in comparison to the variety of needs of the serving teachers.

c) Relevance of the TAC materials and activities to the needs of the learners and the community at large.

d) The degree of professionalism of the TAC personnel.

e) Extent of the effectiveness of the TACs on teaching and learning in their respective zones, division, district, provincial and national levels.

Procedure of the Study

It is expected that the procedure of any study must affect the outcome of the study, in areas of relevance of the material obtained, the instrument used in the collection of the data and certain obstacles the researcher comes across while collecting the data for the study. It is therefore fair to explain to the readers the procedure undertaken in this study in the following perspectives:

a) The number of TACs seen.

b) The variety of techniques used in the collection of the data.

c) Self evaluation of the TACs activities in relation to their prescribed objectives.

THE NUMBER OF TACs SEEN

Time and financial constrains had made the study coverage limited to thirteen Teacher Advisory Centres which constitute 30% of the total TACs as shown in the chart below. It is however, hoped that the sampling approach taken in this study will as much as possible give a fair reflection of other TACs in the Republic.

SAMPLING TACs ON PROVINCIAL BASIS

TABLE I

DISTRIBUTION OF SAMPLE IN FIVE SELECTED PROVINCES

Province	Nairobi	Coast	Central	Nyanza	Total	%
Total TACs	1	5	5	5	16	100%
Sample	1	1	4	7	13	30%

Note that 14 TACs in Rift Valley, 3 TACs in North Eastern, 6 TACs in Eastern and 4 TACs in Western Provinces were not covered. All these TACs plus the ones indicated in the above chart give a total of 43 TACs in Kenya.

PERCENTAGE OF SAMPLE PROVINCES COVERED

The above sampling model, shows that 13 TACs taken from four provinces, the number representing 50% of the total provinces in Kenya (8) was taken for the study. It should be noted that access to the TACs in Nyanza Province was easier for the author and thus the TACs seen in this province constitute roughly 54% of the total TACs covered.

SAMPLE POPULATION

TABLE II

PROVINCIAL DISTRIBUTION OF SAMPLE POPULATION

Provinces	Nairobi	Coast	Central	Nyanza	Total
TACs	1	1	5	7	13
Teachers	21	3	11	20	55
Inspectors of schools	5	1	1	3	10
Community	3	-	-	7	10
TOTAL	30	5	16	37	88

It can also be observed in the above sample population chart that access to teachers of Nairobi (treated as a Province) and Nyanza Province was easier to the author. Similarly refer to the table below:

In this table the provincial distribution of the study sample is converted to percentages.

TABLE III

PERCENTAGE DISTRIBUTION OF SAMPLE POPULATION

Province	Nairobi	Coast	Central	Nyanza	Total
Total people seen	30	5	18	37	88
Approximate %	34%	6%	25%	42%	100%

It may be pointed out that out of 88 people used in the collection of data for this study 57 persons belonged to the rural setting, which is equivalent to about 70% of the total people dealt with. This fact is very important to note since the environmental set up has been seen to be an influential factor in this study, as well as in Kenya Education System. Most of the problems in the Educational System are encountered by the rural schools as compared to the Urban Schools.

THE VARIETY OF TECHNIQUES USED IN THE COLLECTION OF DATA

The instrument used in data collection should not be treated as the most absolute tool to provide all the information in such a study. The aim here is to try to point out the most important information and facts which might bring about positive changes in Kenyan Primary Educational System.

Documentary Sources

The Annual TAC reports and records and other documentary sources plus other available literature which deal with the concept of life long education constitute an important source of information.

INTERVIEWS

The writer felt that the above mentioned instrument of data collection was not sufficient to provide every information needed for this study. Consequently, interviews had to be administered to the teachers, TAC tutors, Inspectors and Community members as shown in the sample population chart. The format of these interviews was basically face to face and most of the questions were open-ended. The questions were simultaneously read to the respondents and their reactions recorded by the writer. The questions administered to teachers were basically concerning professional matters and utilization of the TACs vis avis their fundamental contribution to the question of teachers professional and academic needs. These included the relevance of the teaching aids and materials to the national and individual learners needs. The questions also aimed at estimating the degree of teachers creativities within their zonal TACs.

The interview questions administered to the inspectors were based on the factor of supervision and the amount of time they devote for the supervisory activities of their area TACs and Primary Schools. The questions were framed in such a manner as to fit the inspectors at zonal, divisional, district, provincial and national levels. The questions dealt with concerned the control measures administered relative to the TAC activities.

The interview questions administered to the TAC tutors involved questions of background, development of the

TACs and the general problems which face various TACs. The respondents were very co-operative and were not in any way reluctant to point out certain problems that have affected them in the course of their duties.

The interview questions administered to the community members aimed at unveiling certain facts, such as their knowledge of the concept of TACs and the rationale surrounding the establishment of the TACs. Other questions aimed at exposing the attitudes of community members to the concepts of child centred activities and making use of local materials in resourcefully designing learning materials and aids.

QUESTIONNAIRES

Two different types of questionnaire were prepared and administered to the personnel of the TACs and the teachers separately. The administration of the questionnaires was done by the writer personally.

PERSONNEL OF TACs

The questionnare administered to the TAC personnel aimed at testing their understanding the concept of TACs and the activities they performed as the TAC tutors. The questionaires were framed in such a way as to give room for the tutors response on strength and time taken in the TAC activities.

Teachers

The questionnaire administered to teachers touched on matters of the following:

a) The effectiveness of the TACs in teacher educational innovation.

b) Use of centres by the teachers

c) Issues which the teachers thought were obstacles in their involvement relative to the activities of

the TACs.

d) The degree of relevance of the materials and equipment available in the TACs.

A third instrument which was employed in this study was self observation. According to the author of this paper, the observation was geared towards the nature of buildings, equipment staffing and environmental location of the centre.

Evaluation Procedure

This stage required an evaluatory frame work in relation to the objective prescribed for the TACs and the degree of achievement of these objectives.

This kind of procedure is indeed very important since no programme can be organised without well defined goals or objectives. Thus the self evaluation concentrated around areas such as goals, plan, operation and assessment. Each instrument of the above, e.g. the instrument of translating national goals into real activities should be designed. Such an operation could help even the TAC tutors in evaluating both themselves and their activities. It therefore should be pointed out that the writer was put in a position where she could observe the physical features and resources in terms of personnel and equipment available in the TACs covered and view the degree of functions and achievements in relation to their (TACs) prescribed objectives.

DEFINITION OF TERMS

A E O	-	Assistant Education Officer
C P E	-	Certificate of Primary Education
D E O	-	District Education Officer
D P S I	-	District Primary School Inspector
E R U	-	Educational Resource Unit
K I E	-	Kenya Institute of Education
N C E O P	-	National Committee of Educational Objectives and Programmes
P S C	-	Public Service Commission
P S I	-	Primary School Inspector
S E P U	-	Science Educational Production Unit
T A C	-	Teacher Advisory Centre
T A C TUTOR	-	Primary School Teacher incharge of a Teacher Advisory Centre
T I D C	-	Teaching Innovation and Distribution Centre
T S C	-	Teachers Service Commission
V O K	-	Voice of Kenya.

CHAPTER II

REVIEW OF RELATED LITERATURE

INTRODUCTION

The concept of Resource Centre is as old as the establishment of formal schools in the world. The most common contribution towards this concept is the establishment of Libraries in learning institutions and for public use.

The concept of Resource Centre today implies the availability of more than text books in a centre. It includes the availability of their learning resources like visual and audio visual aids, tapes, slides and many other learning aid materials, both in software and hardware forms. But as outlined in chapter one, the scope of Resource Centres goes beyond this. It has also become the workshop of teacher updating. It therefore becomes the responsibility of educationists to identify not only the relevant Resources Centre equipment and materials but other inputs and activities to suit a particular educational objective.

As it is popularly accepted that the present approach to learning has taken the style of individual centred type of learning, the multi-media stock in the resource centres have attracted paramount attention of those concerned with educational innovation and various agencies of education. In short, there is now a need to approach the question of learning by using various forms of instructional media and resource centres but the pattern of their distribution and spread and regional distribution among schools offer the most appropriate venue for wider utilization of the teaching resources.

The development of the resource centres in Kenya is geared towards having a complete learning system in itself. This however, does not imply that the learning resource centres should replace teachers. On the contrary

they should play the role of enriching the learning experience and should be geared towards the national educational objectives. Consequently, the Teacher Advisory Centre has been given the role of updating teachers in academic and professional matters.

GACHATHI REPORT

Gachathi Report on N.C.E.O.P. has strongly recommended a clear establishment of well defined national standards of education at all levels. The report went on to recommend the strengthening of primary education throughout the country. It therefore goes without saying that the report touched on the need to update both academic and professional standards of teachers. In order to achieve this, the report goes on to suggest that teachers updaters also need to be updated, which in actual fact is not the case with TAC tutors. The TAC tutors are merely teachers selected to be incharge of these centres.

Because of teaching innovations such as new introductions of subjects like pre-vacational studies and social ethics, the report goes on to recommend a massive updating of teachers to be able to handle the changes in the content and approach to the education offered.

The report also went on to suggest need for localising the Primary School Curriculum so that it is relevant to the real social, economic and environmental perspectives. It further recommends technicalizing of subjects to develop the learners in line with vocational needs of the rural area. No other establishment can act as a base to all these suggestions except the Teacher Advisory Centres. The teachers indeed have to be updated inorder to reflect all these needs in a teaching/learning atmosphere and to translate the educational objectives into socio-economic realities of the environment set up.

LIJEMBE REPORT

The concept of inservice education is not new in educational policies although the approach may be changing from time to time.

According to the Lijembe Report of 1978, the objective of the in-service programme was to find ways and means of phasing out untrained teachers through inservice teacher education. The report has suggested different approaches to updating both trained and untrained teachers. The shortcomings which were identified by the committee were pertaining to:

a) Identification of needs in terms of teaching problems in different subject areas;

b) Administration of teaching and educational activities;

c) The nature of professional and academic input;

d) Supply of personnel in terms of quality and quantity;

e) Facilities for inservice projects;

f) Financing of the inservice activities.

Although the report recommended a total phasing out of untrained teachers, the committee decided on organising updating programmes in areas of:

a) Methods of teaching

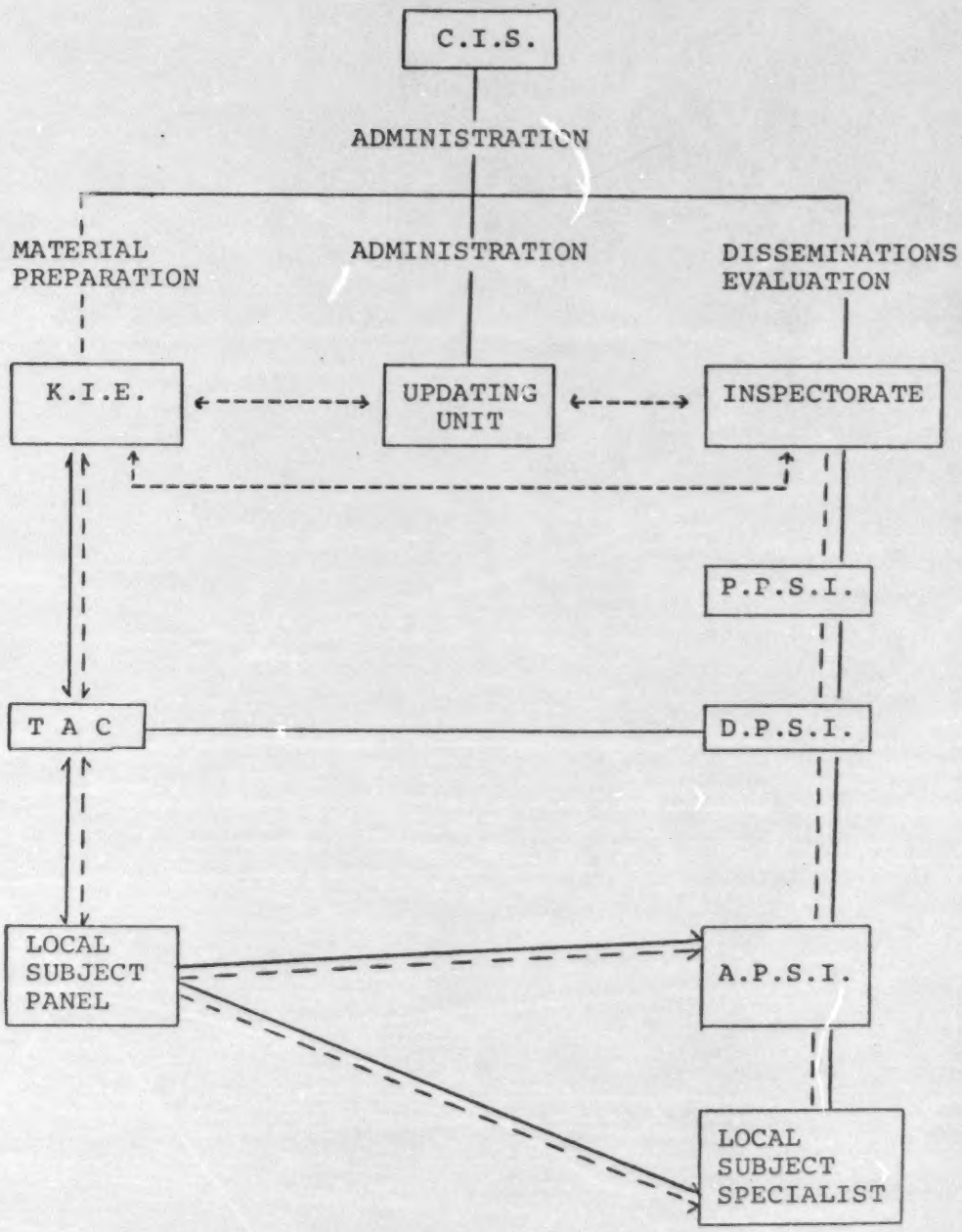
b) Child Psychology

c) Professional Ethics

d) Keeping records of work done and pupils' progress chart for continuous assessment.

FIGURE I

THE STRUCTURE OF UPDATING PROGRAMMES FOR PRIMARY SCHOOL TEACHERS



Source: Lijembe Report, p.25

It can be seen from the above illustration that the pillar on which the Primary Teacher Updating programmes rests is the efficient face to face professional contact with Primary School teachers who are nearest to the learners and the community at large. It is therefore inevitable that the updating courses should take place at district and sub-district levels by making use of the TACs.

Lijembe Report recognises the positive role of the TACs in as far as updating teachers is concerned. It recommends that the number of TACs should be increased and placed in central and accessible locations for teachers to visit and utilize with ease. Consequently the TACs should be under the control of DPSI and should be staffed by the personnel who are acquinted with problems of Primary School Curriculum and pupil/teacher face to face interaction in the teaching/learning process.

Dr. H. O. Ayot[1] in his article shown in the footnote recognizes the positive roles of the TACs in teachers updating programmes. The article deals with the intention for the establishment of the TACs, what has so far been achieved and the shortcomings and problems faced by the TACs. He concludes in the section on 'TAC' by saying that -

> "In introducing the TACs, Kenya government clearly defined the roles and functions which looked very impressive. The actual achievement

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1.

as revealed by this survey is short of the expectation. However, the future development plan is bright and there is no doubt that TACs will solve the educational problems of inservicing the teachers."

PROBLEMS

Although no extensive evaluation has been done on the TACs by the Ministry of Basic Education, the annual reports show that the TACs; if well organized, can play a positive role in Teachers Educational growth. However, a survey which was carried out by Dr. H. O. Ayot shows that establishment of the TACs, has not been given proper attention by the authorities concerned i.e. K.I.E., the Inspectorate and Teachers Service Commission.

THE TEACHING INNOVATION AND DISTRIBUTION CENTRE IN SWAZILAND (TIDC)

Throughout Africa, there has been a move toward the search for new directions in teacher training and educational research as a whole relevant to the African needs and styles of life. This indeed, is the rationale of establishing the TIDCs in Swaziland.

The Teachers Innovation and Distribution Centres in Swaziland are mainly attached to the offices of the Primary School Education Inspectorate. The infrastructure in this centres provides for a classroom, teachers' workroom, storeroom and a library.

The TIDCs act as the links between Primary Schools and the Curriculum development centre. They function in areas of teacher professional and academic updating.

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2. Dr. H.O. Ayot - Primary Teacher Education.
3. Report of the Primary Teacher Updating Programme Committee.

Like other educational resource units the TIDCs provide ready workshop for the development and invention of teaching materials and aids in addition to organizing updating programmes for their use.

The centres functions have been summarized by Leonard Lukhele[4] as follows -

(i) They provide meeting places to discuss matters on the use of newly developed curriculum contents, materials and aids.

(ii) Like the K.I.E. they provide meeting places and venues for updating programmes for the primary school pilot teachers. Whenever there is an innovation in the teaching programmes the teachers have to be updated and the TIDCs are used as the base for these programmes.

(iii) The centres are also used as a feedback base for educational materials under trial and consequently to advise the Primary School Curriculum Unit. These meetings are expected to ensure the professional growth for those concerned with educational activities at all levels e.g. the inspectors, teachers, headteachers and various educational advisers.

(iv) The inspectors in Swaziland are also assigned the task of providing inservice training to all teachers in the use of newly developed materials and aids. In such cases TIDCs act as the centres for such courses. The inspectors themselves ought to be updated before they embark on updating teachers. Along side with this, the inspectors usually organise meetings in these centres to discuss matters related to the general inspection

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4. Lukhele, Leonard - The Teaching Innovation and Distribution Centres in Swaziland.

of the school, teachers, the provision of inservice courses for the teachers on the existing curriculum and also the discussion of national educational policies.

The TIDCs, like other educational resources units, ought to provide library facilities. Unfortunately by 1978 when the Lukhele's report on TIDCs was written, the library facilities were not up-to-date. It was however hoped that by 1980 the TIDCs in Swaziland would each have a completely furnished library with up-to-date and relevant educational materials and aids.

It should be noted that in Swaziland there is the existence of uniformity in the functioning of the education resources centres. The centres, TACs included, should not and are not used solely for educational purposes. They also provide meeting space occasionally for respective communities and various ministries' meetings.

In his conclusion Leonard Lukhele recommends that consequent on the limited number of the TIDCs in the country the future development plan should point towards the direction of establishing more of these centres which can be easily accessible to many Primary teachers in different localities.

THE EDUCATION RESOURCE UNIT AT THE KENYA POLYTECHNIC

The above centre, like any other resource centre, is given the definition as follows -

"A means of supplying learning aids that can be drawn on for training and education."

The ten departments of Kenya Polytechnic are represented in the Educational Resource Committee. The committee meets at regular intervals, and provides a forum for the discussion of matters pertaining to the development

of the services offered by Educational Resource Unit for effective dissemination of technical and professional education and training.

In his report on the Resource Unit, Mr. Wilson[5], the head of the unit has emphasised the fact that lecturing becomes, more effective when an audio-visual aid is used. However, he suggests that audio-visual aids should not take the place of a lecturer. Teaching aids, he says, have to be viewed through innovations in education. That is to say, they should be subject to continuous revision along-side with educational changes.

Educational Resource Unit was conceived in May 1974. Since then, the need was adopted and its establishment was left to the discreation of the Kenya Polytechnic administration. Today the centre is serving a very positive role in Technical education both at the institutional and national levels.

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5. Wilson - The Education Resource Unit (ERU), (an article).

CHAPTER III

RESULTS OF THE STUDY

While the intension of this chapter is not solely to summarise what has been said about the procedure of this study, it may be of some use to briefly review the type of information collected and processing of this information.

As has been explained in chapter one, three types of instruments have been used, namely questionnaires, interviews and self observation. It has also been mentioned that the main sources of information have been the teachers, TAC Tutors, the primary school inspectors and selected community members.

The reader should be reminded that the information collected from teachers was mainly concerning the services rendered by the TAC, the facilities available and the qualities of the TAC personnel; while the information collected from the TAC tutors dwelt mainly on the role of the TACs in inservice training of the teachers, the activities of the TAC personnel, the location of the TACs and services rendered by the TACs. In like manner, information collected from the Primary School inspectors was mainly concerned with the Rationale behind the estblishment of the TACs, the inspectorate supervisory framework and the extent of teachers and TAC tutors involvement in matters of teachers inservice courses and curriculum development.

Lastly, the information got from the community members was mainly concerned withunveiling of the community knowledge of the concept and their attitude towards the establishment of the Teacher Advisory Centres in Kenya.

It should be pointed out that the researcher found it easier to administer both interview, questions and questionnaires to TAC Tutors. This was consequent on the fact that the above mentioned categories of people

were more co-operative particularly in filling in the questionnaires. Probably the reason could be that these are the people who are hit hard in matters pertaining to curriculum change and/or educational innovation and any step towards unvailing the problems in these areas, they rightly thought, was a step towards solving their professional problems and/or improving their conditions of work, particularly in the case of the TAC tutors.

As concerns the Primary School inspectors, the researcher assumed that there were certain facts pertaining to government policies which could not readily be revealed by the inspectors, particularly at Provincial and National levels, in writing. The researcher therefore found it easier to extract information from the inspectors by adopting the systematic interview technique. The responses were later on evaluated and the implications and insinuations of the responses lead to some conclusions.

It was easier to interview the Community Members. The reason is straight forward. Such elderly people, three of whom were illiterate, could not easily be committed to writing. Their responses in most cases went beyond the specific intended answers, according to a particular item of the interview. This was an interesting experience to the researcher since their responses went further to touch on the present quality of primary school education, which 90% of the people (community members) interviewed considered to have dropped drastically. It should however be pointed out that the interview was done at random, although 70% of the total community members interviewed, as shown in the sample population chart of page 11 (chapter 1), belonged to the rural setting.

The processing data information was put in two categories- that which could be turned into figures and be quantified and the open ended category. A sample illustration

of the information that could be quantified is given in this example -

TABLE IV

FREQUENCY DISTRIBUTION OF ANSWERES OF TAC TUTORS

Questionnair item (i) Is your centre located in a Primary School premise?

RESPONDENTS	YES	NO
1	✓	
2		x
3	✓	
4		x
5		x
6		x
7	✓	
8		x
9		x
10		x
11	✓	
12	✓	
13		x
Total distribution	5	8
% of distribution	38%	62%

Note that the above illustration reveals that of the total 13 TACs visited, 5 were attached to the Primary Schools. This should be a very important factor to note since the researcher noticed that the TACs attached to Primary Schools could readily be utilized by both teachers and the pupils.

All questionnaires in this section were treated in the same way. A summary chart could therefore be prepared as shown below -

TABLE V

LOCATION OF THE TACs

NUMBER OF TACs	LOCATION OF TACs
4	Teachers Training Colleges
5	Primary Schools
2	Trading Centres
2	Education Administrative Centres

The above table of summary shows that approximately 69% (TACs in Teacher Training Colleges and Primary Schools) of the total TACs visited could easily be utilized by teachers, student teachers and pupils. Consequently in as far as location is concerned, the researcher was satisfied that the location of the TACs seen relate to the rationale behind the establishment of the TACs in conformity to the qualitative and resourceful improvement of Teacher Education/and consequently Primary Education in Kenya.

Having explained the quantification of the questionnaires administered to community members, teachers and the TAC tutors, it would be of use to explain how the interview responses were processed. These consisted of information collected from TAC tutors, Primary School Inspectors and community members. Since these were open-ended answers, the responses varied from one respondent to the other and were so complex that it was not possible for the researcher to tabulate the information in order to turn them into quantitative forms. Instead, careful generalization and exhaustive study of the responses was done. It should be explained further that the responses were grouped into broad similar categories, making it possible to summarise and generalise the opinions of the respondents.

In describing the type of information dealt with, it should be noted that each information corresponded to the instrument used in getting it.. It should also be mentioned here that the response rate to both interviews and questionnaires were very highly simply because the size of pupilation was manageable, making it possible for the researcher to administer both interviews and questionnaires personally. The researcher therefore took pain to explain the objective of this study before the administration of these instruments for collecting information.. This indeed made the respondents understand the purpose of the study and thus their co-operation was very positive.

FINDINGS FROM THE QUESTIONNAIRES - TEACHERS' REASONS FOR VISITING THE TACs

Section I

The first section of the questionnaires administered to teachers showed that of the 55 teachers dealt with -

a) Two teachers had been to the TACs to help in the preparation of instructional materials i.e. 3% of the teachers interviewed.

b) Three teachers or 5% of teachers used in the study had been to the centres to discuss professional matters with fellow teachers and/or TAC Tutors.

c) Two teachers or approximately 3% of teachers had been to their centres to make use of library facilities.

d) Two teachers or 3% had been to their centres for the purpose of non-educational functions.

Dealing with the same item the negative 'No' responses were as follows -

i) 23 teachers or 44% of the teachers used in this study said that they were not aware of the existence of the TACs.

ii) 5 teachers or 9% of the teachers dealt with said that they didn't have time to visit the centres due to heavy teaching load.

iii) 5 teachers or 9% of the teachers said that the TAC tutors are not academically and professionally qualified as to offer them any valid advice.

iv) 5 teachers or 9% of the teacher used in this study maintained that they were competent enough to teach without any professional advice.

v) 8 teachers or 15% of the teachers used in this study confessed that the centres were too far away from their working stations.

This section of the study therefore reveals that approximately 86% of the interviewed teachers used in this study had never visited the TACs; of these 51 teachers have not heard about a TAC at all i.e. 51% of 86%. It should also be made clear that of the 14% of the teachers who have been to the TACs, more

than half of them are from the urban setting, and most of them teach in Nairobi.

Section II - Activities of TAC Tutors

a) 21 teachers or 38% of the teachers used in the study agreed that the TAC tutors give orientation and professional advice to teachers and encourage them to use centre facilities e.g. library etc.

b) 10 teachers or 18% of the teachers agreed that the TAC tutors involve teachers in the preparation of centre materials and in matters of curriculum innovation.

c) 30 teachers or approximately 55% of the teachers agreed that the TAC tutors organise demonstration lessons in demonstration schools regularly and frequently.

From these findings it can readily be deduced that the most positively realised TACs' activity and which has been mostly acknowledged by the teachers is the organization and carrying out of demonstration lessons.

Section III - Materials available in the TACs

From the rating in this section, the materials available in the TACs, according to the 55 teachers used in this study, range from fair ('4') to extremely poor ('0'). The five respondents who marked '4' (fair) in their answers apparently teach in the Urban Schools. It therefore follows that the facility conditions of the TACs must be relatively below the required standards.

Section IV - Judging Centre Personnel by the Teachers using the same rating

The answers got in this section range from 5 - 0 i.e. 'good' to 'extremely poor'. This implies that most

of the TAC tutors are not up to date in their prescribed official duties. The reasons for this could be, as a matter of fact, attitudinal and/or rate of job satisfaction. From self-observation, it was revealed that the TAC tutors lack professional recognition and job satisfaction which could in turn influence their attitudes on their jobs.

OUTCOME OF QUESTIONNAIRES ADMINISTERED TO TAC TUTORS

LOCATION

The response of the 13 TAC tutors interviewed for this study on the question of location were as follows -

1) 3 of the TACs seen were located in the Teachers Training Colleges.

2) 5 to the 13 TACs seen were located in the Primary schools.

3) 3 of the TACs were located in trading centres and

4) 2 TACs were located in administrative buildings.

The above survey reveals that at least more than half i.e. 8 TACs or 69% of the total TACs used in this study are located in places of their right utility i.e. Primary Schools and Teacher Training Colleges.

WORKING HOURS AND SERVICES RENDERED

Of all (13) TACs used in this study, none of them remained open after working hours or school hours.

5) As for weekend services, the 13 tutors used in this survey said that their centres remain open on saturdays up to midday only. All the tutors however admitted that their centres function satisfactorily during the school holidays. Loaning facilities to the teachers, pupils and community members were also said to be available

whenever such people approach the centres.

Lastly in this section, seven TACs tutors incharge of seven different TACs used in this study confessed that their centres were at certain times being used for non-educational functions e.g. meetings of Maendeleo ya Wanawake, Co-operatives, Church Organisations, etc.

From the above findings it would mean that complete access of the TACs to the teachers and/or pupils can only be possible during school holidays. It should however be pointed out from personal observation of the visitor's registration records of the TACs visited that the preceding conclusion is not the case. It was observed that the teachers were not forthcoming voluntarily to make use of the TAC facilities during the holidays due to one reason or the other for example, long distances, lack of accommodation, lack of monetary inducements in the form of transport facilities, etc. It should however be noted that the TACs attached to Teachers Training Colleges are frequently made use of by teachers and the inspectorate particularly during the holidays consequent to the availability of accommodation facilities. Such centres serve as inservice training centres and moreover the facilities available in the said centres are fairer in comparative to the centres attached ro primary schools or those centres established at trading centres.

WHAT DO THE INTERVIEWS REVEAL - TAC TUTORS

ESTABLISHMENT OF THE TACs

The 13 TAC tutors who were interviewed seemed to be very clear about the objectives for the establishment of the TACs. They considered the following to be the main objectives for the establishment of the TACs -

a) to act as the teacher inservice education centres.

b) to act as curriculum development centres at local level.

c) to act as centres for professional consultations and advice.

d) to act as resource development centres.

e) to act as the centres for the organization and carrying out of demonstration lessons.

f) to act as centres for examination (CPE) evaluation.

All the TAC tutors interviewed had a clear knowledge on the criteria used in the locating of the TACs and sub-centres. The sub-centres were located as seemed fit to serve a nucleus number of schools and/or as it fits a particular geographical features and size of any particular district. The TAC tutors understood clearly that they were selected on various professional and academic strengths by their area supervisors (AEO and DEO and/or PSI) although they were aware to their dissatisfaction, that the post of a TAC tutor does not exist within T.S.C. establishment. The fact that the TAC tutors are mere teachers, selectedon whatever basis, to be incharge of the centres without prior training, is a professional shortcoming which should indeed be noted. The TAC tutors went on to mention that they have been exposed to work in very remote and sometimes difficult environemental conditions. To be-fit their professional duties and to achieve the intended outcomes relative to the prescribed objectives for the establishment of the TACs, it was necessary for them to receive specialized additional training that would qualify them for material inducements.

All respondents of the 13 centres interviewed on the question of the preparation of the teaching/learning materials said that the teaching aids are prepared as

they are felt necessary and useful for teachers. The actual preparation usually involves team effort i.e. selected teachers and few experts as are felt necessary. The steps of preparation involved are usually the production of models, illustrations, diagrams, figures and charts from textbooks and teachers guides. It was however revealed by the TAC tutors that any officially prescribed procedure in making such teaching/learning materials seemed to be unknown to them.

Asked about the procedure in designing inservicing programmes and the duration they take, the TAC tutors admitted that they are not fully involved in the designing of the inservicing programmes organised either by the K.I.E. or the Inspectorate, although they are required to help in their actual administration. This disclosure was noted by the researcher to be a very depressing element on the part of the TAC tutors. They confessed being incompetent to administer a programme which they did not take part in designing.

The duration of inservicing programmes ranged from one day to one week. The majority of the TAC tutors interviewed felt that the substance of their programmes was of low quality to most teachers who took part in them and suggested that a strong evaluatory framework should be designed to ensure the strengths of the programmes.

Concerning response to the question of communication network with the inspectorate and K.I.E., it was revealed that the communication machinery was too slow and almost non-effective. All the TAC tutors (13) interviewed acknowledge the positive role and effectiveness "well established TACs" can have. Consequently, they suggested that for the role of TACs to be positively realized in Kenya, the following steps ought to be taken -

a) Setting up a training institute specifically to train TAC tutors.

b) The establishment of post of TAC tutor by TSC or PSC.

c) Improving environment facilities e.g. buildings possibly through self help effort.

d) Having a special vote for equipping the TACs.

e) Increasing the number of personnel in the TACs.

f) Working out a machinery to involve teachers and community members in TAC activities.

INSPECTORS

The Primary School Inspectors, like the TAC tutors, appreciated the objectives for the establishment of the TACs in Kenya. They however confessed that their supervisory duties on the TACs were short of being realised due to inadequecy in the number of the inspectorate personnel and lack of transport facilities. The shortcomings in the inspectorate have even affected the supervision of the Primary Schools.

The involvement of the TAC tutors and the teachers in the designing of inservice courses was said by the inspectors to be short of positive realisation. The reason for this was disclosed to be deeply rooted in the political and economic situations of the country, such that although the above needs were fully appreciated, yet could not be seen in full operation.

Perhaps the most interesting discovery in this study may be observed in the question of Teachers Inservice follow-up. While it is the country's policy that the TAC tutors are to advise teachers on professional matters and to make lesson demonstrations to teachers, the actual classroom teaching observation and inspection is purely in the hands of the inspectors. The reader

should note the contradition in this policy. The TAC tutors are given the duty of advising teachers without following up whether their advice has been headed to. TAC Tutors are also expected to demonstrate to teachers certain teaching methods without channels for following up to see whether the methods have been adopted and what are the strengths and wealthnesses.

On responding to the question on problems faced by the inspectors in administering inservice courses, the major problems were said to be residence and duration of these programmes. Unless the courses were organised during the holidays and in teacher training institutions the organisers were to be faced with accommodation problems. Similarly the duration of these programmes affected their effectiveness in that so much stuff is cavered within a short time, leaving no time for synthesis.

It was however maintained by the inspectors during the course of study that the TACs have made a positive step in updating, particularly the untrained teachers and in acting as the base for pilot or trial material in matters of updating or rendering advice to the concerned teachers. The inspectors, like the TAC tutors, felt that at least some professional attention should be given to the TACs as learning and training institutions and also to their personnel. The suggestions made by the TAC tutors in matters of minimising problems of the TACs in the future were readily adopted by all (10) inspectors interviewed.

COMMUNITY MEMBERS

The researcher acknowledges the fact that almost all primary schools in Kenya are maintained through self help effort. This could apply to the TACs since they (TACs) being an essential component of Primary Teachers

Training are part of the Kenya Primary Education System. Consequently, getting the Public opinion through interviewing 10 community members was considered to be necessary.

Out of the 10 people interviewed at random, altogether six people had heard about the existence of the TACs, but only two had actually visited the TACs on their own. The two people belonging to the rural setting said that they were simply curious to see the materials available, and the activities going on in the TACs. All the persons interviewed, however, were ignorant of the rationale behind the establishment of the TACs.

After a brief talk on the objectives for the establishment of the TACs had been delivered to each one of them by the researcher, six of them (four belonging to urban settings and two belonging to rural setting) agreed readily that they could offer to resourcefully contribute in the centres on areas such as music, art and craft and delivering oral literature. The six persons also agreed to allowing their children to contribute or assist in any activities of these centres, particularly during the holidays.

The remaining four persons, three belonging to rural setting and one belonging to urban setting, objected to contributing resourcefully in these centres on one way or the other; neither could they allow their children to resourcefully contribute to centres activities. They viewed the present trend of education in the Western political and economic perspectives and opted for more mechanized system of education. Consequently they supported the idea of importing sophisticated teaching/learning equipment instead of making them locally.

In summary therefore, 60% of the community members interviewed supported the rationale behind the establishment of the TACs.

They however, opted for a more improved learning centre in future. They further went on to support the idea of the TACs having a self help support like any other Primary School in Kenya.

This survey shows clearly that there has not been enough publicity to reach the entire community about the TACs. There is evidence that such an effort, if employed, can attract positive response, especially in the question of organising self-help projects to support the TACs.

In summarising this chapter, as has been revealed from the analysis of the three instruments, namely, questionnaires, interviews and self-observation, it has been observed that the objectives for the establishment of the TACs have so far not been fully achieved. The gap of what was envisaged and what has so far been achieved is extremely wide. Moreover there has not been any evaluatory work done by the Inspectorate or the K.I.E. to reveal to what extent the TACs have achieved their prescribed objectives. What is most unfortunate about the TACs is that while new goals are being set for the coming years no attention is being given to the achievements of those set goals not yet accomplished. In short therefore, during the course of this study, it has been observed that the government authorities engage in making plans for the future without making room for unforeseen problems and for assessment of previous performance. This has indeed created more complex problems, particularly to the implementers of such educational plans.

CHAPTER IV

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

SUMMARY

The purpose of this study has been to evaluate to what extent the TACs have fulfilled their prescribed objectives. The primary purpose has been to determine the extent of teachers' accessibility to these centres, adequacy and relevance of the centres materials, and also to ascertain the degree of competence of the centres' personnel. The identification of Public opinion on these centres has also been a Primary objective of this study.

It is of interest to point out briefly that the making of educational decisions requires the knowledge of programme administration in order to correctly assess the degree of achievement, rather than mere decision formulation which ignores implementation effectiveness. The programme implementers also should be in a fairly good position to appreciate the implications of policies underlying the programme development in order to avoid the widening gap between the policy makers and the implementers. This measure, if taken would avoid starting all over again, when a programme goes wrong, with subsequent heavy costs.

In summary therefore, this study has been undertaken by employing three basis instruments, namely interviews, questionnaires and self observation. Although eighty eight persons have been used in this study covering the following interest categories - the inspectors, the TAC tutors, the teachers and community members, the writer also obtained certain information from the K.I.E. media section. The questionnaire analysis was numerically tabulated whereas the results of interviews was certainly analysed and organised in careful general statements.

The analysis of the teachers' responses to the questionnaires indicated that apparently most of the teachers have not been to these centres. The teachers generally confessed that they are not well informed about the facilities and services available in the centres.

The TAC tutors' responses indicated that all of them were well informed about the objectives for the establishment of these centres. They however conceded that the organisational structure of these centres and other infrastructural environmental settings do not allow for major activities to be undertaken so as to yield a positive outcome. The fact that the materials in the centres are produced only when necessity arises, without systematic, prescribed procedures, is a drawback in the centres' activities. The present practice is not in the interest of a well planned national policy governing the production of educational materials and equipment. The response of the inspectors indicated shortcomings in as far as the supervisory activities in these centres are concerned. This is a consequence of the resource scarcity in the country in respect to manpower supply and monetary resources to purchase the necessary materials and equipment.

The community members revealed that inadequacy of publicity of the existance of the TACs contributed to the apparent unawareness of the community about the existance of these centres.

CONCLUSIONS

Several possible conclusions can be drawn from the result of this study. It can be generally concluded that the TACs are totally under-utilized in that the services and facilities are not known to most of the teachers. The dissemination of the centres' materials into the school system has not been fully undertaken. This study has equally disclosed the fact that there

is general lack of systematically organised inservice teacher training scheme and the guidance procedure to be undertaken by the centre tutors.

The other unfortunate episode which this study has revealed is that the TAC tutors do no seem to be conversant with their duties due to lack of prior training in areas of professional and academic competence. There appears to be a lack of communication and understanding between the TAC tutors and the primary school inspectors since there has been no clear definition of the tasks which should be carried out by the TAC tutors as opposed to those to be carried out by the inspectors.

By and large the TACs seem to have failed to intergrate matters of curriculum development which, indeed, is one of their prescribed objectives.

Financial constraints, administrative problems and lack of working morale among the centre personnel seem to have adversely affected the activities of the TACs. In a nutshell therefore, the TACs are not achieving their prescribed goals satisfactorily and will remain under utilized and unknown unless some steps are undertaken to rectify this situation immediately.

RECOMMENDATIONS

The following recommendations can be made from the data analysed in this study.

1. NEED TO PUBLICIZE THE EXISTANCE OF THE CENTRE

First and foremost, the TACs have been set up to serve the teachers, the pupils and the community at large. It is therefore very necessary that these categories of people come to know the concept of the TACs, the rationale behind the establishment of the TACs, the

services rendered by the TACs, the activities going on in the TACs and the facilities available in the TACs. Delivering information is just not enough. Rather the people who are served by the TACs and particularly the teachers must be convinced about the benefits that can be derived from these contres. Only this way can a resource centre be meaningul and cost effective.

It should be emphasised that teachers' use of the centres' facilities is very crucial inorder to give room for evaluation process of centre facilities and their prescribed objectives.

In Kenya and with the emphasis of the self-help effort to maintain educational programmes and other development, the attitude of the rest of community members is also very crucial i.e. the parents have to be convinced about the role the TACs can play in the qualitative improvement of primary education in Kenya inorder to win the support needed to assist TACs through self-help efforts. The fact that the teachers and community members are not fully aware of the existance of these centres is an adequate proof that the centres personnel and education authorities should work out a procedure to publicize the existance of these centres.

2. NEED TO IMPROVE THE QUALITY OF THE TAC TUTORS

It has been observed that the TAC tutors are merely classroom teachers who have been picked up to be incharge of these centres. Having not gone through some formal type of training in the management of TACs is enough evidence that the tutors are not competent enough to manage the activities of these centres; consequently the centres cannot yield a maximum return. This is a shortcoming to be noted. The TAC tutors do not possess any special professional competence and superiority which serve as a bait to attract teachers to approach

them for professonal advice or help. Some resource centres have been known to be as effective as the personnel who run them. It is usually necessary that those people who work in the centres feel responsible for any success or failure in the centre. This is not the case with most TAC tutors as has been revealed in this study. Most of the tutors feel frustrated for reasons such as professional incompetence, lack of monetary inducements, unsatisfactory work conditions and lack of clear policy governing the centre tutors activities.

It is therefore necessary for the centre tutors to be motivated before they can take part in motivating the teachers and other people whom they serve. At present it is the general feeling among the TAC tutors that they are less rewarded and consequently are generally not enthusiastic in their work.

The centre tutors ought also to be systematic in their work i.e. keeping records of the visitors, materials available, inservice courses undertaken etc. At present this does not seem to be the case in many TACs. The centre tutors must also develop the habit of evaluating their work and programmes before they can successfully instil this habit in teachers and the people they serve.

3. NEED TO ANALYSE ADMINISTRATIVE AND MONETARY PROBLEMS

It has also been observed that the tasks assigned to the TAC tutors are too many making it difficult for the humble facilities to help them accomplish these tasks. These are purely the problems in policy statements. As has been mentioned earlier, in formulating a policy it is of great help to consider the feasibility of such a policy. This suggestion should include time, budgeting, working conditions, environmental structure, facilities available and personnel resourcefulness

available. The centre tutors argued that most of these factors are not put into consideration during the times of formulating the policies.

The TACs in Kenya, as has been revealed by this study are facing a chronic financial problem. This problem does not affect the TACs only but also other government institutions. It was however felt by the TAC tutors that theirs was a crucial problem since the allocation of funds to the TACs didn't take the particular circumstances, material and manpower needs of each particular TAC into account. On the contrary the funds were allocated according to the pressure from respective TAC tutors, on the basis of political influence.

Administratively, the TAC tutors, like any other community members, should be seen as part of the community. This however, should not interfere with their official activities. In this context the writers investigation revealed that some tutors regularly engage in some community activities such as literacy campaign, at the expense of their centre activities. The writer's suggestion here is that there should be some administrative measures to check on how much time tutors spent in their TAC activities inorder to minimise time spent on some unrelated activities.

4. CENTRE MATERIALS AND PREPARATION

It has been mentioned earlier that there are no clear guidelines in the preparation of teaching/learning materials. Perhaps this has led to a situation in which most of the centre materials are of low quality and consequently under-rated by the people who visit these centres. It is the suggestion of the writer that more teachers should be involved in the making of these materails. The TAC prepared instructional materials should really reflect the true local environment and

be seen as respectable and respected as locally based curriculum development centres.

This paper further recommends that the TACs should receive positive recognition by the inspectorate, K.I.E. and the University. Some experts from the institution should infact carry out locally based research activities, preparation of materials and formulation of locally based curriculum content and design.

5. NEED TO MODIFY OBJECTIVES AND FUNCTIONS OF THE TACs

The intension of this section is not to suggest the abandoning of already prescribed objectives for setting up of the TACs. However, considering the fact that the TAC tutors are not professionally trained people to run these centres, what is expected from them should not be unrealistic. This study has revealed that the tasks assigned to the TAC tutors seem to be too many and formidable for them to cope with, given the limited professional know-how.

Another element is that there should be a clear definition of short term and long term goals so that both goals should receive different degrees of attention. What is meant here is that the immediate or short term goals should be given first priority and should be framed in such a way as to pave the way for the achievement of long term objectives.

In summary therefore, what is being said here is that like any other learning institutions, the TACs should have specific objectives which should be within reach. There should be no point absolutely of setting many goals only to realise that they cannot be achieved with the available means.

The TAC tutors should be instructed to carefully engage in activities that are relevant to the qualitative

APPENDIX

TAC TUTORS

The questionnaires administered to TAC tutors. Location and services rendered.

Kindly answer these questionnaires as freely as possible.

Answer the questions by putting a tick (✓) in the appropriate space.

Location

1. Is your centre located in a primary school premises?
2. Is your centre in a primary school Teacher Training College?
3. Is your centre located in a local Shoping Centre?
4. Is your centre located in Education Administrative premises?

Working Hours and Services Rendered

5. Does your centre remain open after school hours?
6. Does your centre remain open during the weekends?
7. Does your centre satisfactorily function during the school holidays?
8. Does your centre offer library loaning facilities to the Teachers only?
9. Does your centre offer library loaning facilities to the teachers, pupils, and other community members?
10. Is your centre used at certain times for non-educational functions?

improvement of Teacher Education in Kenya. They should infact engage themselves in the activities they are able to achieve.

QUESTIONNAIRES ADMINISTERED TO PRIMARY SCHOOL TEACHERS

Role of TACs - Reasons for visiting a TAC

1. Have you ever been to a TAC - (yes or no)
2. If yes, indicate an appropriate reason or reasons
   a) to prepare instructional material.
   b) to discuss professional matters with the TAC tutor and fellow teachers.
   c) to make use of TAC Library.
   d) to make use of the centre on non-educational functions.
3. If your answer is no. indicate reason or reasons.
   a) I am not aware of the existance of such a centre.
   b) I don't have time to visit the centre due to my teaching load.
   c) The TAC tutors are not academically and professionally competent as to offer any valid contribution to teacher educational innovation.
   d) I am competent enough to teach without any prcfessional advice.
   e) The centre is too far and no monetary facility is offered for attendance.
4. Use an 'x' or a '✓' for what you think of the TAC tutors in as far as their academic and professional competence is concerned.
   a) The TAC tutors give orientation and professional advice to teachers and encourage them to use the TAC facilities e.g. library, etc.

b) The tutors involve teachers in the preparation of centres materials and in matters of curriculum innovation. .....

c) The TAC tutors organise demonstration lessons in demonstration schools regularly and frequently. .....

Section two

Rate the following statements as concerns the materials found in TACs.

Rating Table

10 - Excellent

8 - Very good

6 - Good

4 - Fair

2 - Poor

0 - Extremely poor.

(i) Materials Available in TACs

		Rating
a)	Variety of material in the TAC	(a)
b)	Curriculum development activities	(b)
c)	Materials for basic information	(c)
d)	Relevant materials	(d)
e)	Modern audio materials	(e)
f)	Modern audio visual materials	(f)
g)	Teaching aids e.g. maps, charts, etc.	(g)
h)	Projection equipment	(h)

(ii) Judging Centre Personnel by the same rating

		Rating
a)	Keen in his/her job	(a)
b)	Competent in his/her job	(b)
c)	Academically and professionally qualified	(c)

c) Academically and professionally qualified (c)

d) Produces adequate publicity about the centre (d)

e) Keeps up-to-date records of visitors (e)

f) Always available for consultation (f)

INTERVIEW QUESTIONS ADMINISTERED TO THE TAC TUTORS

Kindly respond to these questions as freely as possible.

1. What do you consider to be the main objectives for the establishment of the TACs?

   (a) (b)
   (c) (d)
   (e) (f)

2. What criteria was used in locating the TACs and sub-centres?

3. What criteria was used in the selection of TAC tutors?

4. What is your reaction to being a TAC tutor?

5. How are the TACs eqquipped and/or financed and are the two factors satisfactorily achieved?

6. How are the teaching/learning materials prepared in the centres and for what purpose?

7. How are the training programmes designed and what duration do they take?

8. What in your opinion is the general reaction of the teachers who attend the courses and/or demonstration lessons organised by the TAC tutors?

9. How do the TACs communicate with the Inspectorate, K.I.E. and the community at large?

10. What do you consider as the main shortcomings of TACs and suggest how they can be overcomed or minimized?

INTERVIEW QUESTIONS ADMINISTERED TO THE PRIMARY SCHOOL INSPECTORS AT LOCATIONAL, DIVISIONAL, DISTRICT, PROVINCIAL AND NATIONAL LEVEL

Kindly respond to these interview questions as freely as possible.

Objectives and Activities

1. What are some of the major objectives for the establishment of the TACs?

2. How many times, in a given term, are you supposed to make contact with the TAC tutors and the primary school teachers in your operational locality?

3. How many times, in a given term, do you make the actual visits to Primary Schools and the TACs?

4. What are some of the major problems you come across during the course of visiting the TACs and Primary Schools?

5. To what extent do you involve Primary School Teachers and the TAC tutors in organising inservice courses?

6. To what extent do you involve the Primary School Teachers and TAC tutors in matters of curriculum development of K.I.E.?

7. Identify some instruments or procedure you adopt in evaluating (follow-up) the already administered inservice courses.

8. What are some of the problems you face during the course of administering inservice courses?

9. Identify some of the objectives which so far have been achieved since the establishment of the TACs in Kenya.

10. Identify some of the major problems which face the future development of the TACs and suggest how these problems can be eliminated or minimised.

INTERVIEW QUESTIONS ADMINISTERED TO COMMUNITY MEMBERS

Kindly respond to these interview questions as freely as possible.

Section A

Knowledge and Concept of TAC

1. Have you heard of a TAC? If your answere is 'Yes" give a brief explanation on how you came to hear of a TAC.

2. Have you been to a TAC? If your answer is 'Yes' give reasons or reason for the visit.

3. Do you understand the rationale behind the establishment of the TACs? If your answer is 'Yes' give some of the major rationale behind the establishment of the TACs.

Section B

Activities

4. Would you readily accept to resourcefully contribute to the activities of the TACs?

   a) If your answer is 'Yes' give some contributions you can make.

   b) If your answer is 'No' give reason or reasons for the objection.

5. Would you agree to your child getting involved in TAC, activities during the school holidays?

   a) If your answer is 'Yes' give reasons.

   b) If your answer is 'No' give your reasons or reason for the objection.

Section C

Facilities Available in the TACs

6. If you have been to a TAC, were you satisfied with the facilities and materials available?

   a) If your answer is 'Yes' give reasons to support the availability or relevant materials to Primary School Educational Development.

   b) If your answer is 'No' give reasons for the objection and suggest strategies for improvement.

7. Would you readily accept the idea of a self help project in support of the TACs?

   a) If your answere is 'Yes' give reason for readily agreeing.

   b) If your answer is 'No' give reasons for the objection.

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